



# The Effect of Entrepreneurship Education, Self Efficacy, and Locus Of Control on Student Entrepreneurial Interest

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**Abstract.** Entrepreneurship is a direct support in business life such as seizing opportunities and creating new products. Entrepreneurial interest increases in response to many factors that affect entrepreneurial interests. The purpose of this study is to develop an understanding of entrepreneurship education, self-efficacy and regulatory environment affecting entrepreneurship. The research design used a variety of methods along with descriptive interpretation. The reference population is the students of Business Studies at Malang State University and Business Studies at Surabaya State University with a sample of 210 students. Data analysis was performed using IBM SPSS software version 24.

**Keywords:** entrepreneurship education, self efficacy, locus of control, interest in entrepreneurship

## Introduction

In today's era of globalization and technological advancement, the economic performance of a country is significantly shaped by intense competition within the business and entrepreneurship sectors [1]. This is because entrepreneurship can create jobs so that it has a positive impact on the economy [2]. Entrepreneurship is considered one of the effective ways to reduce poverty, especially with the aim of improving the lives of individuals and communities [3]. Furthermore, entrepreneurship makes a positive contribution to regional development and social cohesion through job creation, infrastructure development, fostering innovation, and enhancing productivity [4].

According to a news release issued by the Ministry of Tourism and Creative Economy, statistics from the Global Entrepreneurship Index show that that around 14% of individuals in industrialized countries are entrepreneurs. Teten Masduki, serving as the Minister of Cooperatives and Small and Medium Enterprises, reported that in 2023, the proportion of entrepreneurs in Indonesia stood at merely 3.47%, representing approximately 9 million individuals out of the country's total population. This shows that entrepreneurs in Indonesia as a

whole are still relatively few. Indonesia needs at least 4% to be classified as a developed country.

According to Presidential Regulation number 68 of 2022, young people need to have the capacity to become excellent, innovative and highly competitive entrepreneurs. In order to realize these conditions, it is necessary to develop an entrepreneurial mindset in each individual. Students have an important role to play as agents of change in encouraging more entrepreneurs in Indonesia. In this condition, universities play a major role in fostering students' readiness to plunge directly into the world of entrepreneurship. Directly in the world of entrepreneurship. Entrepreneurship education is a medium that universities can use to motivate students to become entrepreneurs, because entrepreneurship education has a major role to help encourage entrepreneurial interests, enthusiasm and attitudes in the younger generation [5]. According to [21] entrepreneurship education is a process of learning about the concepts and skills of entrepreneurship to form an entrepreneurial personality and thinking that can be obtained at entrepreneurship to form an entrepreneurial personality and thinking that can be obtained in any formal or non-formal education. Through entrepreneurship education, individuals through entrepreneurship education, individuals can gain knowledge about various aspects of running a business, including sales, finance, management, and business strategy[6].

In reality, although entrepreneurship education has been offered by universities, undergraduate graduates are still less willing to become entrepreneurs. The results of previous research conducted at several other universities also stated that student interest in entrepreneurship is still low [1]. This is because some individuals who graduated from college are more interested in finding job opportunities in government agencies rather than building jobs for themselves and others [7]. In addition, the lack of interest in student entrepreneurship is also caused by a lack of readiness, both mental readiness, capital and others.

Apart from entrepreneurship education, self efficacy and locus of control are also important factors in shaping entrepreneurial interest. According to [8] self efficacy refers to a person's self-awareness of their skills to carry out certain jobs and goals. Self efficacy is closely related to behavior selection and motivation for persistence in overcoming problems. This is in line with entrepreneurial interests, such as the courage to make decisions and setting goals to be achieved through personal decisions [9]. Starting a business necessitates confidence in one's abilities to ensure its success. This self-assurance is what drives individuals to take the leap and become entrepreneurs [10]. Thus, having a high level of confidence can help encourage risk-taking efforts and decisions in facing the challenges that exist when becoming a successful entrepreneur. Meanwhile, [6] stated that locus of control as a sense of confidence that exists in a person related to the self-control they have over their lives. Locus of control shows how a person feels they have control or influence over the path and results of their efforts in the entrepreneurial world [11]. A person's level of self-control can determine their level of interest in entrepreneurship and make a person not

reluctant to take action and produce the impact of actions and decisions made [12]. [11] also revealed that locus of control affects the desire of individuals to start entrepreneurship.

Previous research from April (2020) showed that business education, self-efficacy, and management location together affect students' business interests. [13] and [14] confirm that entrepreneurship education affects entrepreneurship. [10] found that self-efficacy affects business interests. In addition, [15] reported that management is related to business in the study titled "Effects of Locus of Control, Need for Achievement, and School Environment on High Satisfaction among Padang State University Students". The main motivation of this study is the real observation that students enrolled in Business Education at Malang State University and Business Education in Surabaya Province are still interested in business, mainly due to lack of infrastructure. The company does not have the capacity and expertise. Students prefer to work in a business or organization that has a stable, rewarding career and the ability to earn regular income. It is understandable that students' interest in business is still low, which should be based on subordinate and external principles. Therefore, in order to encourage students to be interested in business, they need to be confident in their abilities and be able to manage or manage themselves. Business education also brings about an interest in business and the use of business knowledge after graduation. In response to the problems mentioned above, researchers decided to conduct a study on "The Effect of Entrepreneurship Education, Self-Employment and Location Management on Students' Interest in Entrepreneurship".

## **Research Methods**

A multi-method research design was combined with descriptive interpretation. Interpretive descriptive research aims to provide a comprehensive and in-depth description of the research objects to explain the effects and relationships between different variables [16]. The reference population is the students of Business Studies at Malang State University and Business Studies at Surabaya State University, and the sampling method is purposive sampling. To determine the number of participants, the researcher created a sample using "Thinking" (Hair et al., 2010), determined the sample and led to the model by considering the indicators of the survey questions as a whole. It consists of 210 participants. It was obtained by distributing the questionnaires to the participants online. The survey is in the form of a closed questionnaire since the researcher prepared the response options measured on the Likert scale by referring to the scale model from 1 "Strongly Disagree" to 5 "Strongly Agree". In this study, IBM SPSS version 24 software was used as a data processing tool, including validity and reliability tests, descriptive analysis, static hypothesis testing, etc. horizontal factors and emotional evaluation.

## Result and Discussion

### Respondent Description

**Table 1.** Respondent Characteristics

Respondent Characteristics	Classification	Total	Percentage
Instance	Malang State University	115	55%
	Surabaya State University	95	45%

Source: data processed, 2024

From the data that has been generated, a total of 210 respondents were obtained, with the proportion of Malang State University students getting more respondents, namely 55% or 115 respondents, while Surabaya State University received 45% or 95 respondents.

### Validity and Reliability Test

**Table 2.** Validity Test

Variables	Indicator	Item	<i>r</i> hitung
<b>Entrepreneurship Education (X1)</b>	Entrepreneurial Environment	EE1	0,845
		EE2	0,731
		EE3	0,746
		EE4	0,503
		EE5	0,809
<b>Self Efficacy (X2)</b>	Magnitude	SE1	0,767
		SE2	0,726
		SE3	0,772
		SE4	0,655
		SE5	0,580
		SE6	0,769
<b>Locus Of Control (X3)</b>	Skill	LC1	0,777
		LC2	0,759
	Interest	LC3	0,786
		LC4	0,709
	Working Hard	LC5	0,840
		LC6	0,703
<b>Entrepreneurial Interest (Y)</b>	Tenacious	EI1	0,821
		EI2	0,873
		EI3	0,830
		EI4	0,754

Source: data processed, 2024

The test was carried out by distributing questionnaires containing questions for each variable to a population other than the research sample. Through testing the resulting *rhitung* value of all question items used  $> r_{tabel}$  (0.361) which means that all question items can be used or valid.

**Table 3.** Reliability Test

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Description</b>
<b>Entrepreneurship Education (X1)</b>	0,772	Reliable
<b>Self Efficacy (X2)</b>	0,799	Reliable
<b>Locus Of Control (X3)</b>	0,854	Reliable
<b>Entrepreneurial Interest (Y)</b>	0,833	Reliable

Source: data processed, 2024

Based on the results of the calculation, all items on the variables presented have met the standards and are declared reliable with a Cronbach's alpha value  $> 0.6$ .

### Descriptive Statistical Analysis

**Table 4.** Descriptive Statistical Analysis

<b>Variables</b>	<b>Grand Mean</b>
<b>Entrepreneurship Education (X1)</b>	4,20
<b>Self Efficacy (X2)</b>	4,02
<b>Locus Of Control (X3)</b>	4,16
<b>Entrepreneurial Interest (Y)</b>	4,11

Source: data processed, 2024

The descriptive statistical analysis indicates that the entrepreneurship education variable has a grand mean of 4.20, categorizing it as good. The self-efficacy variable achieved a grand mean of 4.02, also falling under the good criteria. Similarly, the locus of control variable attained a grand mean of 4.16, signifying its classification as good. Additionally, the entrepreneurial interest variable recorded a grand mean of 4.11, placing it within the good criteria as well.

**Classical Assumption Test**  
**Normality Test**

**Table 5.** Normality Test  
**One-Sample Kolmogorov-Smirnov Test**

	Unstandardized Residual
<b>N</b>	<b>210</b>
<b>Asymp. Sig. (2-tailed)</b>	<b>.200<sup>c,d</sup></b>

Source: data processed, 2024

Based on the calculations presented, it appears that the data is normally distributed. indicated by the results of Asymp. Sig. 2-tailed  $0.200 > 0.05$ .

**Multicolliniarity Test**

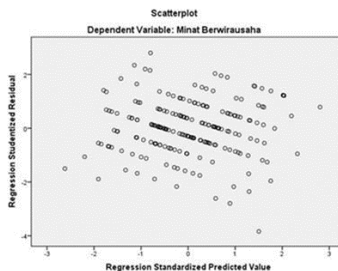
**Table 6.** Multicolliniarity Test

Variables	Tolerance	VIF	Description
<b>Entrepreneurship Education (X1)</b>	0,911	1,098	No Multicolliniarity
<b>Self Efficacy (X2)</b>	0,884	1,131	No Multicolliniarity
<b>Locus Of Control (X3)</b>	0,855	1,170	No Multicolliniarity

Source: data processed, 2024

The table above shows that variable (X1) has a VIF of 1.098 with a tolerance of 0.911, variable (X2) has a VIF of 1.131 with a tolerance of 0.884; and variable (X3) has a VIF of 1.170 with a tolerance of 0.855. From the VIF values of the three independent variables, it can be concluded that this study does not show multivariate signs, that is, the tolerance value is greater than 0.1 and the VIF value is less than 10.

**Heteroscedasticity Test**



**Figure 1.** Scatterplot

As can be seen from Figure 1, there is no evidence of signs of heteroskedasticity in the regression model used in this study. This is evidenced by the existence of shared content that does not form specific patterns.

### Multiple Linear Regression Test

**Table 7.** Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sign.
	B	Std. Error	Beta		
(Constant)	4,247	1,615		2,629	0,009
Entrepreneurship Education (X1)	0,124	0,054	0,147	2,304	0,022
Self Efficacy (X2)	0,143	0,054	0,172	2,669	0,008
Locus Of Control (X3)	0,240	0,046	0,340	5,172	0,000

Source: data processed, 2024

From the results on the multiple regression lines, the constant value is 4.247, the coefficient value of the variable (X1) is 0.124 (X2) 0.143 (X3) 0.240; Below is an example equation of multiple equations.:

$$Y = 4.247 + 0.124X1 + 0.143X2 + 0.240X3$$

### Test Coefficient of Determination (R<sup>2</sup>)

**Table 8.** Test Coefficient of Determination (R<sup>2</sup>)

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	0,491	0,241	0,230	1,518

Source: data processed, 2024

As shown in Table 8, the adjusted R-squared value is 0.230, which means that all independent variables used together can explain 23% of the market variance. The remaining 77% is due to other variables not examined in this study.

### Hypothesis Test

#### Partial Test (t Test)

In this study, the t-test was performed to evaluate the partial influence of the independent variables on the dependent variable. The conclusions derived from the data in Table 7 are as follows: The t-test analysis revealed that the *thitung* value for the entrepreneurship education variable is 2.304, while the *tttabel*

value 1.652, with a significance level of 0.022. This demonstrates that  $thitung > ttabel$  ( $2.304 > 1.652$ ) and the significance value of  $0.022 < 0.05$ .

The t test analysis, revealed that the  $thitung$  value for the self efficacy variable is 2.669, while the  $ttabel$  value 1.652, with a significance level of 0.008. This demonstrates that  $thitung > ttabel$  ( $2.669 > 1.652$ ) and the significance value of  $0.008 < 0.05$ . The t test analysis, revealed that the  $thitung$  value for the locus of control variable is 1.572, while the  $ttabel$  value 1.652, with a significance level of 0.000. This demonstrates that  $thitung > ttabel$  ( $1.572 > 1.652$ ) and the significance value of  $0.000 < 0.05$ .

### Simultan Test (F Test)

Table 9. F Test

Dependent Variable	<i>Fhitung</i>	<i>Ftabel</i>	Sign.	Description
Entrepreneurial Interest (Y)	21,784	2,648	0,000	Accepted

Source: data processed, 2024

The F test findings show that the entrepreneurial interest variable (Y) has a value of 21.784 for  $Fhitung$  and a value of 2.648 for  $Ftabel$ , both with a significance level of 0.000. This shows that the sign value of  $0.000 < 0.05$  and the value of  $Fhitung > Ftabel$  ( $21.784 > 2.648$ ).

### Discussion

#### **H<sub>a1</sub> There is a positive and significant effect of entrepreneurship education on entrepreneurial interest**

This conclusion is supported by the t-test results ( $thitung > ttabel$ ,  $2.304 > 1.652$ ) yielding a significance value of 0.022, which is less than the conventional threshold of 0.05. Thus, integrating entrepreneurship education into higher education curriculum and training programs is crucial for fostering entrepreneurial mindset, attitudes, motivation, knowledge, skills, and practical experience.

Theory of Planned Behavior (TPB) states that behavioral patterns are related to social behaviors and that students' understanding of entrepreneurship can increase their interest in the market. These findings are consistent with previous studies by [10], [13] and [17], which showed the significant impact of learning to do business for commercial interests.



### **H<sub>a2</sub> Effect of Self Efficacy on Entrepreneurial Interest**

Statistical evidence supporting this relationship includes the t-test results ( $t_{hitung} > t_{tabel}$ ,  $2.669 > 1.652$ ) with a significance value of 0.008, which is below the prevalent threshold of 0.05.

Self-efficacy plays an important role in influencing university students' interest in entrepreneurship and is important for the design of entrepreneurship education. It is the belief that in addition to having the necessary skills and knowledge, one also can use resources effectively and the ability to complete tasks [10]. The research was conducted by: [18] ; [17].

### **H<sub>a3</sub> Effect of Locus Of Control on Entrepreneurial Interest**

This conclusion is supported by the t-test results ( $t_{hitung} > t_{tabel}$ ,  $5.172 > 1.652$ ), with a significance value of 0.000, which is below the conventional threshold of 0.05. Similar to previous studies [19], [20], [15], the regulatory environment affects business interests. A person who has control and the courage to act, regardless of the consequences of his actions, can be used to determine the interests of the business. If a person has self-control, he will not be afraid to take action and consider the consequences of his choices. Therefore, a good understanding of the regulatory environment can be an important basis for the design of educational and training programs designed to promote business and personal success..

### **H<sub>a4</sub> Effect of Entrepreneurship Education, Self Efficacy, and Locus Of Control on Entrepreneurial Interest**

The results of this study demonstrate a robust and statistically significant impact of all independent variables on student entrepreneurial interest. This is supported by the F-test outcomes, where the entrepreneurial interest variable yielded an observed F value of 21.784, exceeding the critical F value of 2.648, at a significance level of 0.000, indicating  $F_{hitung} > F_{tabel}$  ( $21.784 > 2.648$ ), and a significance level of  $0.000 < 0.05$ .

Business education provides knowledge, promotes understanding of all aspects of business, and develops the attitudes and skills required for work. Self-efficacy refers to a person's belief in their ability to achieve specific goals and is related to motivation and perseverance in overcoming challenges. The span of control also reflects the person's perception of control over life, which affects their behavior and actions related to their work interests. Therefore, understanding the relationship between these three factors is an important basis for designing effective education and training programs to improve students' work skills pressure and readiness. The results of the F test are based on previous research conducted by Aprilida Yanti (2020), which confirmed that business education, personal effectiveness, and job satisfaction High level management are very effective and have a good impact on work.

## Conclusions

The results of this study show that entrepreneurship education, self-efficacy and management environment have positive and positive effects on entrepreneurship both individually and together. These findings are limited to the research participants from Malang State University and Surabaya State University, especially Business Studies and Business Studies. The researcher then conducted a data collection process using questionnaires to draw conclusions based solely on the collected data.

According to the limitations of this study, the researchers recommend that future researchers expand the number of respondents by including schools so that the obtained data can be further investigated. It is also recommended that other researchers expand the research by adding other variables that will provide new perspectives on entrepreneurship. In future studies, the data can be improved by conducting further research using the collected interview data in terms of data accuracy.

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